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ABSTRACT

Project Porvenir is a program to develop English as a Second Language (ESL) and native language arts (NLA) among limited-English-speaking, native Spanish-speaking students through career education. In its second year of operation, the project served 599 students of varying language proficiency in general and special bilingual education classes, grades 4-6, at four sites in the Bronx (New York). Students received instruction in ESL, NLA, career education, and bilingual content area courses. The project met its objectives in ESL, career education, curriculum development, and parental involvement. Objectives were partially met in attendance, but were not met in NLA. Data to evaluate the objectives for mainstreaming, social interaction, and staff development was insufficient. It is recommended that the program provide sufficient data to evaluate all objectives. (Author/MSE)

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OREA Report

PORVENIR
Grant Number: T003A80165
1989-90

FINAL EVALUATION REPORT

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PORVENIR
1989-90

SUMMARY

- Porvenir was fully implemented. During the 1989-90 school year, students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content areas, and career education.

- The project fully met all its objectives in E.S.L., career education, curriculum development, and parental involvement. Porvenir partially met its objective for attendance and failed to meet its objective in N.L.A. The project did not offer sufficient data to evaluate the objectives for mainstreaming and social interaction, nor for staff development.

Porvenir completed its second year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII three-year funding cycle. It was a bilingual program designed to develop E.S.L and N.L.A. skills through career education for general and special education students. Porvenir operated at four sites in the Bronx: P.S. 25, P.S. 32, P.S. 65, and I.S. 205.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Provide OREA with sufficient data to evaluate all objectives.

ACKNOWLEDGMENTS

This report has been prepared by the Multicultural/Bilingual Education Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Madhu Guruswamy for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
New York City Public Schools
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of Project Porvenir in its second year of a three-year funding cycle under Title VII of the Elementary and Secondary Education Act (E.S.E.A.). Porvenir served 599 students in general and special bilingual education classes, grades four to six, at four sites in the Bronx: P.S. 25, P.S. 32, P.S. 65, and I.S. 206. The program developed English as a Second Language (E.S.L.) and Native Language Arts (N.L.A.) through career education.

PARTICIPATING STUDENTS

Students in the program were Spanish-speaking students of limited English proficiency (LEP). Some were in special education Modified Instructional Service (MIS) classes; others were general education. Almost all the students came from low-income families. Students' literacy in their native language varied. Some students had adequate reading and writing skills in Spanish while others lacked literacy skills.

STAFF

Title VII-funded personnel included the project director, a resource teacher, two paraprofessionals, and an office associate. All were bilingual in Spanish and English.

II. IMPLEMENTATION

Students who scored at or below the fortieth percentile on the Language Assessment Battery (LAB) were eligible for participation in the program. Program students received instruction in E.S.L. and N.L.A. The content area subjects of mathematics, science, and social studies, and career education were bilingually taught. In addition, the program arranged field trips and career education meetings with guest speakers.

Program personnel disseminated and demonstrated career materials to school staff. The program also arranged staff development activities and offered staff reimbursement of tuition for university courses. Students, parents, and staff participated in the Bilingual Career Fair.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- By June 1990, 70 percent of the student participants will significantly increase their performance on the English Language Assessment Battery (LAB).

Matching data were available for 283 students. The mean gain was 2.8 Normal Curve Equivalents (N.C.E.s) (s.d.=11.5), and analysis indicated a significant ($p<.05$) gain.

Porvenir met its E.S.L. objective.

Native Language Arts

- By June 1990, 70 percent of the student participants will demonstrate a significant increase in their performance on the Spanish Language Assessment Battery (LAB).

Matching data were available for 120 students. The mean gain was 0.8 N.C.E.s (s.d.=29.8). Analysis indicated that this gain was not significant. The project did not meet its N.L.A. objective.

Career Education

- By June 1990, 70 percent of the LEP students in bilingual general education and bilingual special education participating in the project will demonstrate awareness and competencies related to career education, articulation with junior high school, and bilingual high school options as measured by project-developed tests.

Each student passed, on average, 96 percent of the project-developed tests. The project, therefore, met the career education objective.

Mainstreaming and Social Interaction

- By June 1990, 70 percent of the LEP student participants in bilingual special education will demonstrate improved skills in academic and non-academic mainstreaming, as well as social interaction with peers as indicated on their Individualized Education Programs (I.E.P.s) and documented by field-site teachers, using a Project Porvenir checklist.

All project students took non-academic courses in the mainstream as required by the regulations of the New York City Public Schools. The project reported that of 119 students in the special education category, ten were mainstreamed for at least one academic course. Two special education supervisors felt that the project students showed improved socialization. The project

did not offer sufficient quantitative data for OREA to evaluate the objective as stated.

NONINSTRUCTIONAL

Attendance

- By June 1990, 70 percent of the LEP students in bilingual general education classes participating in the project will demonstrate comparable attendance rates to those of mainstream students as measured by official attendance records.

The LEP students in bilingual general education classes demonstrated an attendance rate of at least 93 percent, and this rate was equal to or significantly greater than that of mainstream students (see Table 1). The project met its first objective for attendance.

TABLE 1

Attendance of Program and Mainstream Students by School

	Program		Mainstream
School	Number	Percent Attendance	Percent Attendance
P.S. 25	53	94.0*	89.6
P.S. 32	70	94.0*	85.2
P.S. 65	75	93.0*	84.5
I.S. 206	101	95.0*	86.1

*Program attendance rate was significantly greater ($p<.05$) than mainstream attendance rate.

- The attendance rates of participating general and special education students were either comparable to or higher than those of mainstream students.

- By June 1990, 70 percent of the LEP students in bilingual special education classes participating in the project will demonstrate significant improvement in their attendance as measured by official attendance records.

Students at all program sites but I.S. 206 showed an increase in attendance rate from 1988-89 to 1989-90. (See Table 2.) Since this represented 80 percent of the participating special education students, Project Porvenir met its second objective for attendance.

TABLE 2

Attendance Rates of Bilingual Special Education Students

	1988-89		1989-90	
School	Number	Percent Attendance	Number	Percent Attendance
P.S. 25	23	84.7	29	92.7
P.S. 32	33	89.7	33	93.3
P.S. 65	14	87.6	24	94.9
I.S. 206	17	91.1	18	89.0

- Bilingual special education students at all sites but I.S. 206 showed an improved attendance rate.

Staff Development

- By June 1990, 75 percent of participating teachers will have demonstrated mastery of six teaching skills developed in training workshops or demonstration lessons, as documented by the Project Director's records.

The project conducted a two-day development workshop attended by approximately 40 persons. However, the project did not supply OREA with sufficient data to evaluate the objective as stated.

Curriculum Development

- By August 1990, a pilot edition of curriculum and manuals for staff and parents will be completed and ready for field testing.

The project furnished OREA with draft copies of pilot career education curricula in Spanish and English. Porvenir also produced brief manuals which introduced the program and explained the purpose and procedures of mainstreaming special education students.

The project met its curriculum development objective.

Parental Involvement

- By June 1990, involvement of parents of participating LEP students will have increased from the first year baseline data based on such activities as workshops, individuals conferences, teachers contacts, as shown by program records.

There were nine parent meetings or parent teacher conferences, attended by 166 parents, in 1989-90. The project reported a higher level of parental participation in the current year. A highlight of the program was the Bilingual Career Fair, in which students, their parents, and staff participated. The project met its parental involvement objective.

IV. CONCLUSIONS AND RECOMMENDATION

Porvenir was a bilingual program designed to develop E.S.L. and native language skills through career education. In its second year of operation, the program met its instructional objectives in E.S.L. and career education. The project did not supply sufficient data for OREA to evaluate its objective in mainstreaming and social interaction. The project met its

noninstructional objectives in curriculum development and parental involvement. A highlight of the program was the Bilingual Career Fair, in which students, their parents, and staff participated. It partially met its objective for attendance and provided insufficient data for OREA to assess the staff development objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Provide OREA with sufficient data to evaluate all objectives.